



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Generolo Jono Žemaičio Lietuvos karo akademijos
***TARPAUTINIŲ SANTYKIŲ* STUDIJŲ PROGRAMOS**
(612L20002) VERTINIMO IŠVADOS

EVALUATION REPORT
OF *INTERNATIONAL RELATIONS* (612L20002) STUDY
PROGRAMME

at General Jonas Žemaitis Military Academy of Lithuania

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Tarptautiniai santykiai</i>
Valstybinis kodas	612L20002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Politikos mokslai
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	3,5 (nuolatinės)
Studijų programos apimtis kreditais	216
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Politikos mokslų bakalauras
Studijų programos įregistravimo data	2001 rugpjūčio 2 d., Nr. 1187

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>International Relations</i>
State code	612L20002
Study area	Social Sciences
Study field	Political Sciences
Kind of the study programme	University Studies
Study cycle	First
Study mode (length in years)	3,5 (part time)
Volume of the study programme in credits	216
Degree and (or) professional qualifications awarded	Bachelor of Political Science
Date of registration of the study programme	2 August 2001, Order No 1187

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I. INTRODUCTION

General Jonas Zemaitis Military Academy of Lithuania was established in 1992. This is the second formal review of the *International Relations* study programme offered by the Academy. A discussion of the First Review's recommendations and their impact is found in the recommendation section of this report.

The present review has been carried out under the guidelines and procedures of SKVC. This assessment report is based on the self-evaluation report (hereinafter SER) received at the end of October 2013, and on the site visit to Academy on the 4th of December 2013. During the site visit the team had the opportunity to discuss the programme with administrators, teaching staff, students and graduates. The team toured the Academy's classrooms, library, and other instructional facilities.

All members of the external evaluation team reviewed the Self Study and substantively contributed to the final report.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

In the judgment of the self-evaluation team, the B.A. programme in International Relations is designed to provide cadets—Lithuania's future military officer corps—with an education in international relations that resonates with the transformation of the international system over the past two decades. The present era is characterized by “new” threats such as ethnic and civil conflicts in failing states, proliferation of weapons of mass destruction, transnational organized crime, and international terrorism. Military forces are very much needed but their role is transformed by the need for flexibility as reflected in the creation of rapid response military units to deal with peacekeeping, peace building, terrorist threats, and humanitarian interventions. Military Officers should be competent in military tactics and leadership skills; in addition, they should be prepared to execute missions in hostile environments where common ground is difficult to achieve with local populations. An academic education that includes political science and international political systems and cultures of other countries is judged by the Academy to be beneficial to these ends.

It is clear that this understanding of the mission of Lithuanian National Defense Forces provides a rich set of expectations and opportunities for the undergraduate International Relations degree. Cadets when they graduate may find themselves serving in various ways in various part of the world and come to rely on what they learned from their International relations programme to help in their understanding the places where they are serving. The administration has specific expectations for the cadets to develop an understanding of both NATO and the European Union that would be of benefit for Lithuanian military officers serving in joint endeavors sponsored by the respective organizations.

The aims of the International Relations Program are as follows:

First, to provide the cadets with a university education judged necessary for a career as a military officer.

Second, to train the future officers with the skills and knowledge required to understand international and domestic policies and the ability to discuss and to analyze these policies.

Third, to train cadets in patriotic and democratic values, tolerance, and cooperation with others.

Nine learning outcomes are identified for the first aim, six for the second aim, and one for the third aim.

The learning outcomes as outlined in the SER and from what the experts team gathered in conversation with the academic staff are stated in general terms. The course work is far richer and more nuanced than what the learning outcomes would suggest. Currently some of their learning outcomes are simply descriptions of academic activities rather than measures that could serve as learning outcomes. The focus of a learning outcome should be on the final result—that is, the concrete knowledge and skills the cadets should develop and to apply in their future professional careers.

The learning outcomes should be discussed within the faculty to see how they might better match their academic expectations. In short, the learning outcomes should be refined to reflect what the

faculty wants out of individual courses and from the undergraduate degree as a whole. The related task is to determine clearly how they know that they are successful or not successful in the realization of the learning outcomes they have set. It should be recognized that the Military Academy is distinct from all other institutions of higher education in Lithuania. It is also the case that the Academy's academic programmes meet the requirements of the Law on Science and Studies of the Republic.

2. Curriculum design

The SER lays out a seven-semester program with a set of courses that match the learning outcomes identified for the three aims. The programme is 216 credits in total. There are 23 credits devoted to general education that include philosophy, English, information technologies, and basics of modern technology. The largest component of the International Relations degree program is 166 credits that include international relations, politics, area studies, history, law, economics, and social psychology. The final or third component is described as Further Development and includes the optional second language, the two free electives, and an internship. The culminating educational experience is the 10,000-12,000-word thesis.

The importance of the thesis raises the question as to the range of expectations the department has for what the students produce. The theses that the experts examined are relevant to existing international issues and draw significantly on the contemporary international relations scholarly literature. Less attention is paid to the choice of methodologies selected to test the argument that drives the thesis conclusion. There is value in integrating systematically both quantitative and qualitative methods that are employed in some areas of international relations literature. Such a methods exploration could be introduced into existing courses and would allow the students to discuss the reasons why they selected one methodology over another in testing their arguments.

The curriculum offers opportunities for cadets from military academies in other nations to spend some time enrolled in the Academy. It also allows students to spend part of their education in other universities in Lithuania and in other Military academies. The students interviewed by the expert team liked having the option of studying in another country. There was concern on the part some administrators of a risk to the military training camp responsibility of the academy being disrupted by spending time abroad. There was the recognition that time in other academies could foster networking with cadets in other NATO countries.

The curriculum is subject to change and courses are added and subtracted depending on assessments of changing expectations for topics that would best serve the cadets' training. The challenge for the Political Science faculty is that it is not easy to add courses if the course requires an academic specialization that is not at the moment found among the existing faculty.

There may be a strong advantage in establishing a rotating faculty line that allow for visiting faculty to offer, for example, a course on China and in the following year another visiting faculty member could offer a course on another part of the globe. A rotating faculty line could give the faculty and the administration new capacity to adjust the curriculum without hiring a new permanent faculty member. In short, a rotating position would give curricular flexibility that may be beneficial in helping the students understand a changing international context.

It is important to recall that from the student perspective as well as the administration's point of view the cadets are not enrolled solely in an academic programme. They are also undergoing training in their chosen profession, a military vocation. The undergraduate students did observe that a combination of their military training and their academic program gave them very little unallocated time. The administration indicated that the last semester of instruction is without military training, a structure that allows the cadets more time to write their theses. This semester might also be used for the mobility programs. The students were asked what courses they would eliminate, if hypothetically they could reduce their academic course workload. They were vigorous in defending the existing international relations and regional studies courses. They found their Lithuanian government course critical to their professional future. They also had an interest in adding courses or at least having the option of taking classes on East Asian politics and the study of East Asian international relations. The cadets seek in their course work the opportunity to explore the political relationships that may shape future deployments.

There also may be value in moving the Introduction to Politics class to the earlier semesters as a foundation course. In addition, the curriculum would benefit from introducing introductions to the disciplines of comparative politics and International Relations respectively that could draw on case studies from regional studies.

There was a sense among the cadets that proposals for changes in the curriculum were received but their acceptance or rejection were not transmitted to the student body.

3. Staff

The Academy's teaching staff for the International Relations Program consists of 28 instructors. Half of the 28 are located in the Political Science Department. Political Science contributes two full-time professors and one part-time professor, two full-time docents, and three part-time docents. The Department also provides three full-time lecturers and three part-time lecturers. The Departments of Humanities, Applied Sciences, Engineering Management and Foreign Languages combined contribute fourteen teachers, of whom three are professors, six are docents, and five are lecturers.

The teaching staff has been trained in the subjects taught. There appears to be a satisfactory distribution in the faculty workload for the supervision of the undergraduate theses. It should be noted that among the Political Science professors there are clear and sustained connections to the editorial boards and programs in other countries, particularly those located in Scandinavia. Many of the academic staff participate in academic conferences, although the clear majority attend conferences within the borders of Lithuania. The teaching staff does engage in research. Research productivity was not discussed by the teaching staff or by the administration as a core faculty responsibility.

There is a wide age distribution in the programme's faculty. Some 25% of the academic staff are under the age of forty but on the other hand 35.5% are over the age of sixty. It is likely that over the next decade the Academy will be hiring new staff that will help to maintain the useful wide age distribution. It is recognized in the self-study SER that the faculty often have other teaching obligations beyond the expectations established for the International Relations Program.

The expert team recognizes the growing diversity of faculty outlooks and the expanding ranges of approaches to the study of international relations. The team considers such diversity of positive benefit for the students. In the coming years as faculty members retire and/or new faculty appointments are allocated to the Political Science Department, the diversity of opinion should be an important consideration in faculty hiring.

4. Facilities and learning resources

The facilities are judged by the self-study to be adequate though apparently are not updated as frequently as the facilities found in civilian universities. It is not clear if the configuration of space is adequate for the pedagogical needs of the program. There is one lecture hall for more than 50 students. There are 21 lecture halls for 18 to 20 students and 16 halls for classes that are between 24 and 50 students.

There are four computerized laboratories with 24 to 32 workspaces. The majority of lecture halls have wireless internet access and equipment is available for video conferencing. Overall, there are 180 computers available for instructional and student use at the Academy.

There are two lecture halls with 160 work places that are used for meetings and conferences attended by members of the armed services, cadets and civil workers. There is clearly an admirable commitment on the part of the administration to upgrade facilities as funds become available. It is a commendable commitment

The Library has a collection of 250,000 publications. The collection consists largely of books (80%) with focus of the collection on resources needed for classroom instruction. The collection is enlarged and helped by the use of the ALEPH system that allows students to search for books at other higher education institutions in the country. The library since 2005 subscribes to a number of electronic databases of full text scientific journals. New materials are regularly acquired for the library. Apparently a major focus in recent acquisition is on the subjects of personal management and leadership.

The expert team understands that the Library will be remodeled in the coming year. Libraries are changing everywhere. Students are often well versed in changing learning technologies. The cadets may have clear expectations as to what libraries should look like as they become of centers for the use and diffusion of innovative technologies in leaning and research. It could be useful for the library to consult the students about how library space may be reconstructed to serve group study as well as individual study needs.

5. Study process and student admissions

Student admissions have followed a consistent pattern for the past five years. Admission to the Academy takes place in three stages. The first stage for applicants is to take a professional aptitude test prepared and administered by the Officer Selection Centre of the Academy. If an applicant passes the aptitude test, then he or she must undergo a health check by the Military Medical Expertise Check. If the health check is successful, the third and final stage requires the applicant have a secondary education and to have passed final exams in history, foreign language and higher mathematics. The average cut off mark for the past years has ranged from 17.49 to 19.03. Acceptance to the Academy is highly competitive.

The number of applicants has varied from over the past five years from 226 to 152. The number of applicants accepted has varied as well from 12 to 21. On the other hand, the range in admissions marks is fairly consistent from year to year. The highest is usually around 20 to 21 and the lowest for the past five years on average is usually around 16. The retention rate is high with a minimal to no loss of students from 2009 to 2011. There has been somewhat of a greater drop off in the most recent two cohorts.

The expert team was given to understand that class size is set by the Ministry of National Defense and reflects budgetary constraints and assessment of defense needs. Obviously shifts in size of the entering class have implications for the numbers of teaching staff and physical space needs.

The Political Science Department is responsible for ensuring the quality and sustainability of the programme. The Department provides feedback to the students not only in evaluations but also through meetings with teaching staff, making sure of ease access to the course materials. Soon all course materials will be offered digitally. Classes are offered in the morning and group study is reserved for the afternoons. Classes are kept at no more than 25 students. Students are required to be prepared for class by studying at home. The class gives more attention to challenges in the material rather than going over what is more easily understood.

The Department and the Academy have identified four areas for the evaluation of knowledge and skills. They are:

Continuous assessment of students' written papers that are included in the cumulative mark for the course.

Course examinations at the end of each semester.

Evaluations of internship activities and the student reports on their respective internships.

The Evaluation of the Bachelor's thesis is accomplished, in part, by having the cadets submit to a public defense of their respective theses.

Admissions targets, the academy budget, space needs, military training, graduate placement are set by the very well defined relationship between the ministry and the academy. The relationship is distinct from other universities and colleges. The evaluative procedures that govern cadets' academic work reflect the practice found in other universities. The evaluative procedures for the students' coursework, internships and theses are the responsibility of the Academy's faculty.

6. Programme management

The Academy is administered hierarchically but the academic programmes are managed collegially by the cognizant faculty.

The Academy has established procedures for the assessment of quality in instruction. The Department of Political Science is charged to devise learning outcomes and their relationship to study methods and to define the evaluation criteria for Bachelor's theses. There is an annual discussion of learning outcomes after the final thesis defense period. Teachers update their subject programmes by their own initiative and/or periodically review the complete study programme. Programme changes are made by the Senate and follow discussions with the Study Programme Committee.

There is an important value in adopting a more systematic approach to establishing effective Quality Assurance. The experts value the existing commitment of individual faculty members to make changes in their respective course offerings. The team also sees the usefulness of group discussions on the programme. What the expert team did not observe and would encourage is the systematic assessment of the goals the department wants to achieve in proposing change or leaving requirements as they are. There should be a feedback loop so that the department can judge if its objectives are being met for the programme as a whole. There should be great clarity

as to goals and the procedures by which they are best realized. A more systematic approach may make programmatic change or continuity an easier task if the department shares a common set of operational criteria.

There is also a great opportunity for the Academy in examining how the curriculum serves graduates over the course of their professional careers. The Academy is likely to know much more than most institutions where their graduates are and what they are doing five years and ten years after they graduate. There is a great opportunity to ask the graduates to offer an assessment of how their degrees contributed to their respective career experiences. Such information may be of use to the department in assessing future directions for the program.

There is an established role for external social partners. The Ministry of National Defense approves the Academy's budget. The ministry determines the numbers of students to be enrolled in the Academy. There are monthly discussions between the Academy and representatives of the National Defense System. New expectations from these discussions are taken up by the administration of the Academy who then engages the Study Programme Committee for the Social Sciences for discussion of integrating changes in the degree programme.

III. RECOMMENDATIONS

Before turning to its own set of commendations and recommendations, the expert team will briefly review what took place after the 2007 Assessment Report. The team draws attention to the following recommendations attached as an appendix to this evaluation report. The experts note that the previous report called for The Academy to encourage the free and open exchange of ideas in the classroom. It is the team's sense that this has been strengthened. The expert team recognizes that civic education for students is in the curriculum and is supported by both the students and the faculty. The team observes that time has been set aside at the end of cadets' time at the academy to give concentrated attention to academic study. The call for expanded possibilities for exchanges has been only modestly realized and much more could be done. The first assessment sought to separate the curriculum from military concerns. The expert team sees the National Defense mission with its broad inclusive understanding of the range of activities that the national defense forces undertake as a strong argument for the great importance of the academic programme that educates cadets in understanding an ever-changing international environment.

The team's recommendations and commendations should be understood in the context of an undergraduate degree program that has many strengths and enjoys widespread support. These commendations and recommendations are discussed throughout this report. Below is a summary statement.

Commendations:

1. The high quality of the students.
2. The cadets' mastery of English and communication skills.
3. The growing diversity of the faculty.
4. The receptivity among members of the faculty to curricular innovation and new ideas.
5. The administration's commitment to the improvement of the facilities for the students and the faculty.
6. The high level of confidence among the students in the curriculum.

Recommendations:

1. Develop and implement learning outcome measures for individual courses and link them to learning outcomes for the programme as a whole.
2. Review the curriculum to determine the timing as to when students should take introductory courses and theory courses designed to serve as the foundation for the coursework that follows in the degree programme.
3. Systematically consult students as to their evaluations of their course work and recommendations for changes in the curriculum. Let the students know if their recommendations are to be accepted or rejected.
4. Offer graduates of the program the opportunity to provide their respective assessment of the curriculum five and ten years after they graduate as to which parts of the curriculum were particularly helpful or not helpful in their ongoing professional careers.
5. Establish a recurring visiting line in the Department of Political Science to cover subjects judged useful to the program but not at present offered by the program.
6. Continue to expand and to strengthen student exchanges with military academies in other NATO countries, in order, to enrich their education and to strengthen networking among the younger generation of officers.

IV. SUMMARY

The cadets interviewed by the expert team were articulate with an excellent command of English. The conversations with the students revealed a deep interest in their academic program. They were well versed in a number of foreign policy questions. Even when the student drew to the team's attention the extent of their workload for both military training and their degree program they nonetheless seemed to call for adding more courses than reducing the number of courses.

There were thoughtful differences of opinion among a number of the faculty on approaches to the study of international relations and the points that should be emphasized. The debates seem informed but by no means divisive. The expert team concluded the students benefit from a range of opinions as to how to understand international relations and that this diversity contributes to the quality of cadets' education.

A number of the faculty supported curricular innovation in the International Relations degree program. Some saw the opportunity for change within classes they taught while others saw change in the introduction of new courses.

The expert team observed the commitment to remodeling of classrooms and the library and was impressed by the willingness to allocate resources to upgrade the teaching space for the cadets. The commitment to remodel the library is to be strongly commended.

The cadets have confidence that they are receiving in their political science course work subject matters that the experts find worthwhile and content that they believe will help them meeting their professional obligations after they graduate from the academy.

A distinctive feature of the academy that may prove useful in the assessment of learning outcomes is that the graduates are expected to serve in the armed forces over the course of their professional careers. The academy is in an excellent position to interview graduates at several points in their professional careers in order to assess the impact of the curriculum on preparing their graduates for productive careers.

There is a need to expand the geographic reach of the curriculum as well given the interest on the part of the academy to prepare the cadets for peace keeping and humanitarian missions in many parts of the globe. It may be difficult to make a series of long term faculty appointments to meet the various demands for new areas of instruction. Such appointments may be costly and not offer the opportunity for flexibility that may be needed to make the curriculum more responsive to changing expectations. An alternative is to establish a visiting faculty position that may be filled for a year or two year appointment. The value in short term appointments is not only being able to shift the focus to other regions in the world if needed but also to introduce new perspectives into the classroom.

The first review and this review see the value of enabling cadets to spend terms in other military academies in other nations. The students are clearly interested in learning in other national settings. The obligation to meet the undergraduate degree requirements and the military instruction requirements make serious demands on the students' time. Exploration of how a time in other academies may meet academic and military training responsibilities as well as the opportunities that may be found in the last academic semester should be undertaken.

International relations as a program of study is strengthened pedagogically by providing the introductory class at the start of the program. Courses that introduce theoretical explanations may be usefully located at a later points in the course of study perhaps to serve as introduction to regional studies and to be of help to the students preparing to research and to write their theses.

V. GENERAL ASSESSMENT

The study programme *International Relations* (state code – 612L20002) at General Jonas Žemaitis Military Academy of Lithuania is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	17

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

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**GENEROLO JONO ŽEMAIČIO LIETUVOS KARO AKADEMIJOS PIRMOSIOS
PAKOPOS STUDIJŲ PROGRAMOS *TARPTAUTINIAI SANTYKIAI* (VALSTYBINIS
KODAS – 612L20002) 2014-02-17 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-75
IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Generolo Jono Žemaičio Lietuvos karo akademijos studijų programa *Tarptautiniai santykiai* (valstybinis kodas – 612L20002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	17

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Ekspertų grupės apklausti kariūnai aiškiai reiškė mintis, puikiai kalbėjo angliškai. Pokalbiai su studentais atskleidė didelį jų susidomėjimą akademine programa. Jų saviraiška daugeliu užsienio politikos klausimų buvo aukšto lygio. Net ir tada, kai studentai atkreipė ekspertų grupės dėmesį į darbo krūvį, skiriamą tiek karinio mokymo, tiek jų studijų programos lygmeniu, jie vis dėlto buvo labiau linkę studijuoti daugiau, o ne mažiau dalykų.

Personalo narių nuomonė dėl tarptautinių santykių studijų sampratos ir dalykų, kuriuos reikėtų akcentuoti, labai išsiskyrė. Tačiau vyko konstruktyvi diskusija ir nebuvo ginčijamasi. Ekspertų

grupės manymu, dėl nuomonių kaip suprasti tarptautinius santykius įvairovės laimi studentai ir ši įvairovė pagerina kariūnų mokslo kokybę.

Dauguma personalo narių teigė remiantys Tarptautinių santykių programos studijų turinio naujoves. Kai kas pastebėjo galimybę keisti savo dėstomų dalykų turinį, o kiti parėmė pokyčius įvedant naujus studijų dalykus.

Ekspertų grupė matė pastangas renovuoti auditorijas bei biblioteką ir buvo nustebinta pasiryžimo skirti resursų kariūnų mokymo erdvei atnaujinti. Bibliotekos rekonstrukcija yra išties labai rekomenduotina.

Kariūnai buvo įsitikinę, kad jiems dėstomi politikos mokslų dalykai ekspertams pasirodys vertingi ir, kad toks turinys padės jiems vykdyti savo profesinius įsipareigojimus baigus Akademiją.

Išskirtinis Akademijos bruožas, kuris gali būti naudingas vertinant studijų rezultatus yra tas, kad tikimasi, jog absolventai vystydami savo profesinę karjerą tarnaus karinėse pajėgose. Akademija turi puikią galimybę apklausti absolventus keletą kartų skirtinguose jų karjeros etapuose, kad įvertintų studijų turinio įtaką absolventų gebančių siekti karjeros aukštumų rengimui.

Egzistuoja poreikis išplėsti studijų turinio geografines ribas atsižvelgiant į Akademijos siekį rengti kariūnus taikos palaikymo ir humanitarinėms misijoms daugelyje pasaulio šalių. Gali būti sudėtinga pasiekti, kad ilgą laiką dėstytų įvairių sričių specialistai ir taip būtų patenkintas siekis suteikti studentams įvairiapusių žinių. Tai gali būti brangu ir apriboti lankstumą, kuris gali būti reikalingas siekiant studijų turinį labiau pritaikyti prie besikeičiančių lūkesčių. Alternatyva – įsteigti laikino personalo vietų, kai metams ar dvejiems priimami kviestiniai dėstytojai. Trumpalaikių paskyrimų privalumas – ne tik galimybė skirti dėmesį kitiems pasaulio regionams, jei reiktų, bet taip pat į klases įnešti naujų požiūrių.

Ankstesnio ir dabartinio vertinimo metu pastebėta, kad būtų vertinga leisti kariūnams tam tikrą laiką mokytis kitų šalių karo akademijose. Studentai yra itin suinteresuoti galimybe mokytis kitose šalyse. Įsipareigojimas tenkinti pagrindinių studijų programos ir karinio instruktazo reikalavimus reikalauja daug studentų laiko. Reiktų pasidomėti, kaip akademinių ir karinių mokymų laikas paskirstomas kitose akademijose, taip pat kokias galimybes gali pasiūlyti paskutinis semestras.

Studijų programa Tarptautiniai santykiai stiprinama pedagogiškai skaitant įvadinę paskaitą programos pradžioje. Teoriniai studijų dalykai programoje galėtų būti dėstomi vėliau, galbūt, tarnauti kaip įvadiniai kursai į regiono studijas ir padėti studentams atlikti tyrimus bei rašyti baigiamuosius darbus.

III. REKOMENDACIJOS

Prieš pateikdama savo vertinimus ir rekomendacijas, ekspertų grupė norėtų trumpai apžvelgti įvykius po 2007 m. vertinimo. Grupė atkreipia dėmesį į toliau pateikiamas rekomendacijas, kurios pridamos kaip priedas prie šių vertinimo išvadų. Ekspertai pažymi, kad ankstesnėse išvadose Akademija buvo raginama skatinti laisvą ir atvirą diskusiją auditorijose. Grupės nuomone šioje srityje buvo daug pasiekta. Ekspertų grupė pripažįsta, kad į studijų turinį yra įtrauktas civilinis studentų ugdymas ir tam pritaria tiek studentai, tiek dėstantysis personalas. Grupė pastebi, kad kariūnams leidžiama daugiau laiko skirti akademinėms studijoms. Raginimas išplėsti mainų galimybes buvo tik iš dalies realizuotas ir čia dar daug ką galima padaryti. Per pirmąjį vertinimą buvo siekiama atskirti studijų turinį nuo karinio parengimo. Ekspertų grupės manymu, krašto apsaugos misija, kuri apima labai įvairią krašto apsaugos pajėgų vykdomą veiklą, tarnauja kaip stiprus argumentas įrodantis akademinės programos, kuri ugdo kariūnų sugebėjimą suvokti nuolat besikeičiančią tarptautinę aplinką, svarbą.

Grupės rekomendacijas ir vertinimus reiktų suvokti pirmosios pakopos studijų programos, kuri turi daug privalumų ir kuriai teikiama visapusiška parama, kontekste. Šie vertinimai ir rekomendacijos aptariamose visose išvadose. Toliau pateikiama santrauka.

Gera vertiname:

1. Aukštą studentų lygį.
2. Kariūnų anglų kalbos ir bendravimo įgūdžius.
3. Didėjančią dėstančiojo personalo įvairovę.
4. Tai, kaip dėstantysis personalas priima studijų turinio naujoves ir naujas idėjas.
5. Administracijos įsipareigojimą gerinti patalpas studentams ir dėstytojams.
6. Aukštą studentų pasitikėjimo studijų turiniu lygį.

Rekomenduojame:

1. Suformuluoti ir įgyvendinti studijų dalykų studijų rezultatus ir susieti juos su visos programos studijų rezultatais.
2. Peržiūrėti studijų turinį ir nustatyti, kada studentai turėtų išklaudyti įvadinį kursą ir teorinius dalykus, formuojančius tolesnio darbo pagrindą studijų metu.
3. Sistemingai tartis su studentais dėl jų studijų vertinimų ir rekomendacijų dėl studijų turinio pokyčių. Informuoti studentus apie tai, ar jų rekomendacijos buvo priimtos ar atmestos.
4. Siūlyti programos absolventams galimybę po baigimo teikti atitinkamą savo studijų turinio vertinimą praėjus penkeriems ir dešimčiai metų po baigimo, nurodant, kurie studijų dalykai buvo ypatingai naudingi ar nenaudingi jų dabatinei profesinei karjerai.
5. Politikos mokslų katedra turėtų pakviesti vizituojančių dėstytojų, kad būtų dėstomi tie dalykai, kurie būtų naudingi programai, tačiau šiuo metu programoje nedėstomi.
6. Toliau plėsti ir stiprinti studentų mainus su kitų NATO šalių karo akademijomis siekiant praturtinti jų išsilavinimą ir sustiprinti jaunosios kartos pareigūnų bendradarbiavimą.

<...>

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

¹ Žin., 2002, Nr.37-1341.